**Curriculum prioritisation in primary maths 2020/21**
Evaluation document: Current Year 2 pupils

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|  |  | **Year 1 ready-to-progress criteria** | **Chris Quigley Milestone** | **Notes on provision, and priority for teaching** |  | **Year 2 ready-to-progress criteria** | **Chris Quigley Milestone** | **Notes on provision, and priority for teaching** |
| **Number and Place Value** |  | **1NPV–1** Count within 100, forwards and backwards, starting with any number. | Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. |  |  | **2NPV–1** Recognise theplace value of each digitin two-digit numbers, andcompose and decomposetwo-digit numbers usingstandard and non-standard partitioning. | Recognise the place value of each digit in a two-digit number (tens, ones). |  |
|  | **1NPV–2** Reason about the location of numbers to 20 within the linear number system, including comparing using < > and =. | Use the language of: equal to, more than, less than (fewer), most and least. Compare and order numbers from 0 up to 100; use <, > and = signs. |  |  | **2NPV–2** Reason aboutthe location of any two-digit number in the linearnumber system, includingidentifying the previousand next multiple of 10. | Use place value and number facts to solve problems. |  |
| **Number Facts** |  | **1NF–1** Develop fluency inaddition and subtractionfacts within 10. | Represent and use number bonds and related subtraction facts within 20.• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **2NF–1** Secure fluency in addition and subtraction facts within 10, through continued practice. | Represent and use number bonds and related subtraction facts within 20.• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |
|  | **1NF–2** Count forwardsand backwards inmultiples of 2, 5 and 10,up to 10 multiples,beginning with anymultiple, and countforwards and backwardsthrough the odd numbers. | Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. |  |  | **2NF–2** Secure fluency in addition and subtraction facts within 20. | Represent and use number bonds and related subtraction facts within 20.• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |
| **Addition and Subtraction** |  | **1AS–1** Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers. | Recognise odd and even numbers.Represent and use number bonds and related subtraction facts within 20.• Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. |  |  | **2AS–1** Add and subtract across 10. | Add and subtract numbers using concrete objects, pictorial representations, and mentally |  |
|  | **1AS–2** Read, write, and interpret equations containing addition ( + ), subtraction ( - ) and equals ( = ) symbols, and relate additive expressions and equations to real-life contexts. | Solve one-step problems with addition and subtraction:    • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.    • Using the addition (+), subtraction (-) and equals (=) signs.  |  |  | **2AS–2** Recognise the subtraction structure of ‘difference’ and answer questions of the form, “How many more…?”. | Use place value and number facts to solve problems. |  |
|  |  |  |  |  | **2AS–3** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number. | Solve one-step problems with addition and subtraction:    • Using concrete objects and pictorial representations including those involving numbers, quantities and measures.    • Using the addition (+), subtraction (-) and equals (=) signs.    • Applying their increasing knowledge of mental and written methods.Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • One-digit and two-digit numbers to 20, including zero. • A two-digit number and ones. • A two-digit number and tens. • Two two-digit numbers. • Adding three one-digit numbers.• Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. |  |
| **2AS–4** Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers. |
| **Multiplication and Division** |  |  |  |  |  | **2MD–1** Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. | Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.Solve problems involving multiplication and division using mental methods. |  |
|  |  |  |  |  | **2MD–2** Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotative division). | Use known multiplication facts to check the accuracy of calculations.Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.Use multiplication and division facts to solve problems. |  |